(xiv) Prof. S. N. Roy — Member
Head, Department of Ancient History Culture (Archaeology)
Allahabad University,
Allahabad.

(xv) Prof. Ali Ashraf — Member
Former Vice-Chancellor,
Jamia Millia Islamie,
New Delhi.

(xvi) Prof. Arjun Dev — Member-Convenor
Head of the Department of Education in Social Sciences and Humanities, NCERT,
New Delhi.

Statement—II

Important Recommendations made by the National Steering Committee in 1992 *and* 1993

After making a sample review of the History, Mathematics and Hindi textbooks prescribed by the former Government of Uttar Pradesh for Secondary stage, the Committee has made the following recommendalions in its meeting held on 30-31.1.1993:—

(i) withdrawal of History and Mathematics textbooks for classes IX-X brought out by Uttar Pradesh in 1992, four History and Social Science texbooks for classes IX-X brought out by a private publisher and some books published by a few private organisations.

(ii) urging the Government of U.P. to prepare new Hindi textbooks for replacing the,'existing ones.

2. In its meeting held on 30-31.1.93, the National Steering Committee has made the following recommendations generally applicable to all school textbooks:—

(i) Textbooks should be based on well-established. historical data and inter-pretations.

(ii) The intrusion of all forms of com-communalism, casteism, regional and linguistic chauvinism into textbooks has to be avoided.

(iii) Modalities of enforcing the national curricular framework with a common core so that all States con form to it have to be devised.

(iv) No textbooks which are not at thorised should be allowed to b used in schools, whether governmen aided or unaided, run by privat bodies or religious or cultural orgs nisations.

(v) Textbooks should be written i conformity with, the national cum cutar framework and the guideline prepared by the NCERT. Stat Boards should be set up for th preparation and authorisation c textbooks to be used in all school:

3. The Committee also recommende to the Government of West Bengal t take steps to improve the quality c their History textbooks and to disallo' the use of History textbooks which ha factua'i inaccuracies and biased repri sentation.

Bhujanga Rao Committee recommen-dations

2178. SHRI MOHD. KHALEELUR RAHMAN:

SHRI CHATURANAN MISHRA:

Will the Minister of HUMAN RI SOURCE DEVELOPMENT be pleased I state what is the progress of implemei tation with regard to the recommend: tions of the Bhujanga Rao Committe set by Kendriya Vidyalaya Sangaths about two years ago?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA) : The main recommendation of the Committee related to introduction of additional elective subjects at the plus 2 stage and consequential arrangements for creation of required teaching posts, promotion to such posts of existing teachers in the subject if qualified etc Introduction of additional elective subjects at plus 2 level in all Kendriya Vidyalayas would require substantial additional funds, Keeping in view the present resource constraints, it is not possible to introduce the additional elective subjects.

Higher drop oat rate of girl students

2179. SHRI VIREN J. SHAH:
SHRI PRAMOD MAHAJAN:

Will the Ministry of HUMA]N RESOURCE DEVELOPMENT be pleased to stale:

(a) whether it is a fact that the girl students' drop out rate is higher than that of the boys during the last three years, if so what are the reasons there-for;

(b) what are the details about the drop out rate of girl students and boy students at primary level, upper primary level and secondary level and university level during each of the last three years, state-wise;

(c) what are the reasons leading to such drop outs both in respect of boy and girl students at each level in urban and rural areas State-wise during each of the last three years;

(d) what steps Government have taken in consultation with State Governments to check and minimise the drop out rates in each State; and

(e) what financial assistance the Central Government have given to each State for the purpose during each of the last three years?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELLA); (a) to (c) Yes Sir. The details of State-wise dropout of boys and girls at primary, upper primary and secondary levels are given at Annexure. *[See* Appendix XIX, Annexure No. 32] Dropout rates at university level are not collected.

Socio-economic factors are a major reason for school dropouts.

(d) The causes leading to school dropout being many, there is no one single programme which could lead to reduction in dropout rates. Some of the measures being taken by the Centre and States to improve retention are:—

— provision of incentives such as free text books, free uniforms, scholarships, mid-day meats etc.

— community mobilisation to the need for literacy.

— appointment of female teachers.

- provision of day care centres to take care of young siblings.

— expansion of facilities in schools through the scheme of Operation Blackboards.

— providing a network of centres for inservice and continuing education of school teachers by estabishments of Districts Institutes of Education and Training.

(e) Details of financial assistance given to States under the two relevant Centrally Sponsored Schemes of Operation Blackboard and Teacher Education are given in Statement-I and Statement-
II.